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**Research and Report on the Nippon Sport Science University,  
Intensive English Summer Program Ohio University,  
Athens, Ohio, July and August 1996**

Anzen AKIYAMA\* and Thomas Dow\*

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The following report includes a description of the pedagogical and logistic preparation process and background for the sophomore summer intensive English program at Ohio University in Athens, Ohio, USA. The success of this program is supported by the results of testing (pre- and post-summer) cited here as well as by the comments of the accompanying faculty. Participating student impressions on overall results and program content are also included along with examples of the program schedule and student guide materials.

0. The summer of 1996 was the fourth consecutive year that sophomores from Nippon Sport Science University went as a group to participate in an intensive English course at Ohio University. This report will outline the purpose of this program, as well as the preparation involved on a yearly basis, and will present the results of individual interviews of this year's (1996-97) students. In addition, comments by the participating faculty (*insotsu*) will be included. Progress reports provided by the OPIE<sup>1)</sup> head teacher evaluating each student's performance will also be referred to and have been used for our assessment process.<sup>2)</sup>

1. Some background of this program will be helpful. Ohio University, a land grant institution of higher learning, was founded in 1804 in the small city of Athens in southeastern Ohio. It currently has about 17,000 students in its various programs. The Ohio Program of Intensive English (OPIE) has been providing international students with English language instruction since 1967. There are both year-round as well as summer programs to meet the needs of these students.<sup>3)</sup> For a number of years, several universities through out the world, including several in Japan, have sent selected groups of students to enjoy the real English language and culture experience available in Ohio.

In 1992, several faculty members from Nippon Sport Science University went to Ohio University to visit and to plan a program which would be appropriate for sophomore students. The following summer, 1993, the first group of thirty-one sophomores along with two faculty members went to Athens in July for a three week study and activity program, ending with a visit to Columbus Ohio. In subsequent years, visits to Washington, D. C., Virginia, and Chicago were added, extending the total program duration to about four weeks.

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\* Foreign Language Department

2. Overall, our Nippon Sport Science University students have been quite satisfied with the OPIE program. In the interviews recently conducted, the eighteen individuals interviewed clearly expressed the opinion that they were very satisfied with the program, especially with the three week living experience and study on the Ohio University campus. It may come as a surprise to Americans but one of the many little things that the Japanese students were impressed with were the fireflies they saw at night. Apparently, these insects have largely died out in (even rural) Japan because of the extensive use of pesticides. (Certainly most living things find it difficult to survive in Tokyo anyway.)

Other highlights of the program activities are: they liked the classes but some thought that the level was too low. They liked the dorms but some thought that they were too hot and should have air-conditioning. They liked the food but some thought that the cafeteria meals contained too much oil. The students liked the non-academic activities such as sports, particularly horseback riding, but some thought that they didn't have enough free time for their independent exploration or shopping. Considering that most of the activities were done as a group, there was a remarkable level of cooperation and satisfaction. The following pages will identify student responses to specific activities. This OPIE program is organized in two parts, and the students receive two years of required English credit. There is an initial series of thirteen weekly 90 minute classes followed by the summer program. After returning, the students continue with weekly classes for the duration of the second semester, during which time they will each be required to give a short presentation in English about some aspect of their experience in the United States. They are graded on their class participation as well as on their test and dictation scores. The academic point of view stresses language acquisition rather than the value of the "experience". Fortunately, a program like this can produce value and results in a variety of ways and the preparation in Tokyo includes both language skill practice as well as cultural awareness activities.

3. The primary reason students joined this summer program was to see and experience college life in the United States. Two-thirds of the students had had no previous foreign travel. They and their families felt comfortable with the trip being organized by Nippon Sport Science University and especially liked the fact that two faculty members, from the foreign language department, would be going with the students as *in loco parentis* (*insotsu*). Consequently, the students were happy they could "feel safe", a sentiment undoubtedly enhanced by the fact that Athens, Ohio is a typical "college town" in a largely rural environment.

The Nippon Sport Science University students were quite impressed with the friendliness of the OPIE teachers and remarked that these American teachers really made an effort to relate to their students. Some students had the opportunity to visit teachers' houses. In general, there were lots of people (American as well as non-Japanese foreign students) met in the dorms and off-campus.

When asked about the difficulties they encountered, the use of English was often cited. Sometimes students couldn't understand their teachers and felt that they did not know how to ask questions. Of course, part of this problem is cultural, but identified as a linguistic difficulty by the students. Some also felt frustrated since their level of ability in English was not adequate to accommodate their interests. They wanted to meet more people, feel competent making ap-

pointments and take care of themselves. Even the thirteen weeks of class in Tokyo were not adequate to prepare them for the actual language use experience.

In terms of the cultural perceptions, students felt that things in America were not "exact". They mentioned the lack of care in making beds in hotels, and behavior in general that seemed not to be careful. They felt a great tolerance on the part of Americans toward mistakes and observed that most Americans seemed to be quite relaxed and free. Athens also served as a good location in the cultural sense as it is not a standard destination for travelers from Japan. The students felt that they really had to function in English without the help of Japanese language signs or clerks who speak competent Japanese. An extension of this positive situation included field trips, especially the visits in Virginia. Here the students realized that they preferred to not have the guides' talks translated into Japanese. Pedagogically speaking, it works far better with a group of this type, to pre-teach the content regarding each location while in the bus, and then let the students join regular tours. While some students felt that immigration and certain special functions like purchases really demanded a lot of them, they appreciated the necessity of having to cope.

4. The accompanying faculty, one Japanese and one American, also feel that this program has been quite successful in providing a cultural experience for the students. We also recognize that the trip is too short and the class time in Japan too short and infrequent (once a week) for there to be any *real* progress in terms of language acquisition. What has been accomplished is, then, learning that the use of English, even done with difficulty, can be a great experience, and this will be an extremely valuable motivator for many of the students. They all feel that it would be very satisfying to return to the U.S. in the future. Therefore, as an initial exposure to the United States, this summer program at OPIE has been a great success and will be continued in the subsequent academic years.

5. In addition, the 1996-97 academic year program provided an opportunity for the two participating Nippon Sport Science University faculty to research the effectiveness of this program and of this experience with regard to the acquisition of spoken English. During the initial pre-Ohio class meeting in May 1996, all participating students were (as a group) given a dictation test followed by a series of questions in English to which they were to respond appropriately in English. The same dictation and slightly modified questions were then again given to the group of students after their return to Japan. This was done, in this case, in late September 1996.

The results of this level check/progress test may be described as follows: overall, and somewhat to the surprise of this teacher, most all of the students were able to do better on the Sept. test than on the May test. Some of the more interesting changes include:

1. The most significant improvement in the functional use of English was clear from the students' ability to understand and write some sort of answer, even if it wasn't grammatical, to the questions and to the dictation. This is impressive in that the students found that they could at least try and were perhaps less concerned with making mistakes. That, in language acquisition, is real progress.

2. Even students at a relatively low level tended to go from single word answers to multiple word answers, usually from noun to noun + verb. Another example would be in the case where they were asked *What do you do?* Answers tended to progress from zero (no response or incorrect response) to *I student* to *I am student* to *I am a student*. This is a fairly predictable pattern of progress.

3. In some cases, however, students seemed to do worse on the second test. Taking the above example, one student who was fairly functional before going went from a test response of *I am a student* to *I am student*. Although this does mean that he has not improved, certainly, at least on this question, we believe that there is another very important phenomenon occurring in many of the students, especially those who were good test takers before going: they discovered that it didn't matter so much if they did make mistakes, i.e. they realized that they could function quite well even when they made *little* errors; the important point being that they got better at communicating and not better at being always correct, especially where correctness is not, to use a linguistic term, 'morphemic', i.e. not crucial to comprehension.

4. In addition, many students were able to write more clearly on the test paper and also used more capital letters and punctuation.

5. A partly cultural change is noticeable in perhaps 10% of the students where instead of writing their name in kanji at the top of the test paper, on the second test most used romaji to write first then last names.

6. Our conclusion is that progress was made both in terms of test taking ability and in terms of functionality. Clearly 95% improved at least a little, nearly 50% improved greatly, with clearly more and better answers, and about 5% did worse, although we suspect they do function better in English, realizing that it's not the test situations that really count (for them) anymore.

That there has been tangible improvement is a surprise because when running into many of the students in the hall in September, if we spoke in English some would just laugh, as though we were sharing a joke. If we ventured to ask some if they had forgotten any English since leaving the U.S., the laughter became much greater.




















All considerations of progress aside, we feel it is imperative to also observe that it would be difficult to not feel a degree of pride in the students' willingness to deal with a program of this sort and, perhaps more so, with their willingness to cooperate with their teachers. We are certainly grateful for that.

### Notes

- 1) OPIE is used to indicate the OHIO PROGRAM of INTENSIVE ENGLISH, and is used as a term in speech.
- 2) Report on The 1995 Summer ESL-2 Program.
- 3) Ohio Program of Intensive English brochure.
- 4) Student guide and schedule prepared by the OPIE director and faculty and provided as a handout to each participating student. This is revised on a yearly basis depending on refinements in the program.
- 5) *Report on The 1996 Summer ESL-1 Program* received from Ohio University OPIE office.

Activity Calendar for Summer ESL-1

July/August

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			17 Arrival 	18  Chicago	19 Arrival, Columbus 	20  Orientation Campus Tour Placement Test
21 Free Summer theater	22  Classes begin!	23	24 Summer Theater	25 Summer Theater	26 Summer Theater	27  Visit Columbus: German Village & City Center
28 Picnic at Burr Oak State Park 	29  movie	30  Tecumseh Outdoor Drama	31	1  movie	2	3  Cincinnati: King's Island
4 Free County Fair	5 County Fair  movie	6 County Fair	7 County Fair	8 County Fair  movie	9  Final Banquet	10  Depart for Washington DC
11  DC	12  DC	13  DC	14 Depart for Home 			29

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Student's Guide

SUMMER ESL 1

July 17 August 14

# 1996 SUMMER ESL 1 CLASS SCHEDULE

Group A Room 104 Tupper	Group B Room 338 Lindley	Group C Room 304 RECH
8:00 FREE	FREE	FREE
9:00 Integrated Skills Jack Humbles	American Experience Dawn Tutton	Integrated Skills Dred Gabbert
10:00 Integrated Skills Jack Humbles	American Experience Dawn Tutton	Integrated Skills Dred Gabbert
11:00 FREE	FREE	FREE
12:00 LUNCH	LUNCH	LUNCH
1:00 American Experience Trena Paulus	Integrated Skills Jack Humbles	American Experience Dawn Tutton
2:00 American Experience Trena Paulus	Integrated Skills Jack Humbles	American Experience Dawn Tutton
3:00 FREE	FREE	FREE
3:30 LABS / PROJECTS	LABS / PROJECTS	LABS / PROJECTS
5:00 DINNER	DINNER	DINNER
6:30 Recreation Program	Recreation Program	Recreation Program

(2)

# Summer ESL-1 Orientation - Week 1 Schedule

FRIDAY July 19, 1996  
Schedule

Time	Activity
3:30 PM	Arrive in Athens
3:30 to 4:30 PM	Check into residence halls and get room assignments. Settle into residence halls.
6:00 PM	Welcome Reception / Pizza Party Meet in Shively Hall Lobby

SATURDAY July 20, 1996  
Schedule

Time	Activity
8:00 AM	Meet your teachers for breakfast in shively lobby and go to Nelson Dining Hall
9:00 AM	Orientation in Shively Hall Lobby
10:00	Student ID cards
11:00	English Placement test
12:15 AM	Lunch in Nelson Dining Hall
1:15 PM	Orientation, part 2 in Shively Hall Lobby
2:30 PM	Walking tour of OU Campus
4:30 - 6:15 PM	Dinner in Nelson Dining Hall

You are free for the evening to rest and relax, visit Ping Center, explore uptown Athens, or enjoy a theater play.

(3)

### SUNDAY July 21, 1996 Schedule

11:15 AM - 1:15 PM Brunch at Nelson Dining Hall  
4:30 - 6:15 PM Dinner at Nelson Dining Hall

You are free for the evening to rest and relax, visit Ping Center, explore uptown Athens, or enjoy a theater play.

### MONDAY July 22, 1996 Schedule

*Time ..*  
7:15 - 8:30 Breakfast at Nelson Dining Hall  
9:00 - 11:00 AM Classes  
11: 15 AM Lunch at Nelson Dining Hall  
1:00 - 3:00 PM Classes  
3:30 - 5:00 PM Lab/Project Work  
4:30 - 6:15 PM Dinner in Nelson Dining Hall  
6:30 PM Meet Dr. Jacoby in the Shively Hall Lobby for recreation activities.  
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### Summer 1996 Recreation Schedule Summer ESL 1

#### JULY/AUGUST

	Monday 22	Tuesday 23	Wednesday 24	Thursday 25
ACTIVITIES	18:30 Soccer 18:30 Golf 19:00 Tennis	18:30 Tennis 18:30 Bowling	18:30 Table tennis 18:30 Soccer	18:30 Volleyball 18:30 Basketball 19:00 Bowling
SPECIAL EVENTS			Summer Theater	Summer Theater

	29	30	31	1
ACTIVITIES	18:30 Volleyball 18:30 Golf 19:00 Tennis		18:30 Ping Center 18:30 Table tennis	18:30 Soccer 18:30 Golf 19:00 Bowling
SPECIAL EVENTS	Movie (free)	Tecumseh		Movie

	5	6	7	8
ACTIVITIES	18:30 Volleyball 18:30 Golf 19:00 Tennis	18:30 Soccer 18:30 Tennis 18:30 Bowling	18:30 Table tennis 18:30 Aerobics 19:00 Swimming	18:30 Soccer 18:30 Golf 19:00 Bowling
SPECIAL EVENTS	County Fair Movie (free)	County Fair	County Fair	County Fair Movie (free)

Meet at Shively Residence Hall 10 minutes before scheduled activity.

\* On rainy days we will still meet for activities.

Films  
Soccer  
Golf  
Basketball  
Bowling  
Table tennis  
Swimming

Mitchell Auditorium in Seigfred Hall  
Intramural fields behind McCracken  
OU 9-hole golf course behind Clippinger or at OU Driving Range  
Courts are located behind McCracken Hall  
Baker Center ( approx. \$4.00 per evening, includes shoes & games)  
Ping Center  
OU Aquatic Center

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# Report on The 1996 Summer ESL-1 Program

Joann Rishel Kozyrev, Program Director  
Ohio Program of Intensive English  
Ohio University, Athens, Ohio  
September 27, 1996

( Notes<sup>5)</sup> )

## Summer Hours

Nelson Dining Hall (597-7133)

Breakfast: M-F 7:15 am - 9:15 am  
Sat. 8:00 am - 9:00 am  
(No breakfast on Sunday)

Lunch: M-Sat. 11:15 am - 1:15 pm  
Sunday Brunch 11:15 am - 1:15 pm

Dinner: Everyday 4:30 pm - 6:15 pm

Hudson Health Center (593-1660)

Monday - Friday 7:30 am - 11:30 pm  
12:30 pm - 3:30 pm

Alden Library

M-Th 8:00 am - 10:00 pm  
Friday 8:00 am - 5:00 pm  
Saturday 10:00 am - 5:00 pm  
Sunday 2:00 pm - 10:00 pm

Ping Center

M-F 6:30 pm - 10:00 pm  
Saturday 9:00 am - 8:00 pm  
Sunday Noon - 8:00 pm

Aquatic Center

M-F Noon - 3:00 pm  
Monday, Tuesday 7:30 pm - 9:30 pm  
Thursday  
Sat-Sun 1:00 pm - 5:00 pm

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### Overview

This report summarizes the 1996 Summer ESL-1 Program held at Ohio University from July 17 through August 14, 1996. The program included the following components.

### A. CURRICULUM

#### 1. English Language Courses -

Two courses which met for two hours each, Monday through Friday.

##### a. American Experience

An activity course designed to provide students with a broad view of topics in contemporary American Culture. Focus on providing opportunities for interaction with the surrounding community.

##### b. Integrated Skills

A course designed to help students develop their general fluency in English. Focus on listening and speaking.

#### 2. Recreation Program

Various sports activities offered Monday through Thursday and coordinated by the School of Health and Sports Sciences.

#### 3. Labs

Programmed activities in the language and computer labs.

#### 4. Field trips

A variety of field trips and extra-class activities were planned to ensure students' exposure to the local community and culture. Students participated in the following activities:

- a. tour of Columbus
- b. painting the OU graffiti wall with OPIE students
- c. horseback riding and picnic
- d. Tecumseh - outdoor drama
- e. view exhibit, "Patterns Worth Repeating" (optional)
- f. King's Island Amusement Park
- g. The Athens County fair and demolition derby (optional)

### B. HOUSING

Students were housed in Shively Hall on the East Green. Students were on the 20-meal plan and ate their meals in Nelson Commons Dining Hall.

### C. CHICAGO VISIT

Prior to their arrival in Athens, Ohio, participants spent a day and a half visiting Chicago.

### D. WASHINGTON DC TRIP

At the end of the program, students spent four days touring Washington DC and Virginia.

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### Participants

Forty-four students from Nittaiidai University and one student from Komaki English Teaching Center participated in the program. All students were given the Michigan placement exam at the beginning of the course and divided into three groups, A, B and C according to their scores. Group C was the higher level. The participants were highly motivated and focused on the goals of the program. A list of participants is appended.

Mr. Tom Dow and Professor Anzen Akiyama accompanied the group. Professor Akiyama remained with the students for the duration of the program.

### Ohio University Facilities

Summer ESL-1 students had temporary ID cards which guaranteed them access to Hudson Health Center and admittance to all study and recreational facilities available at the university. The students used the library and recreational facilities frequently and were also able to take advantage of the student discounts at the cinema and other places.

### Evaluation

#### A. CURRICULUM

##### 1. English Language Courses

In general the program ran very smoothly in this area. The faculty was very impressed with the dedication and effort that the students demonstrated throughout the program. Attendance was excellent, and the students were usually diligent in terms of completing assignments. All of the students worked in small groups to complete a final project based on their experience at Ohio University. Because the students' stay in Athens corresponded with the US Olympics held in Atlanta, Georgia, the students and teachers held a mock-Olympics as part of the final project. The projects required a great deal of effort on the part of the students, and the faculty was very pleased with the results.

At the end of the program, students were asked to rate their ESL classes. The rating scale was: 3= extremely useful; 4= very useful; 5= useful; 2= not very useful; 1= not useful at all. Results were:

Group	American Experience	Integrated Skills
A	4.71	4.93
B	4.71	4.79
C	4.80	4.73

##### 2. Recreation Program

Programmed sports activities were offered Monday through Thursday evenings from 6:30 to 8:00 pm. The recreation activities were coordinated by Dr. Dave Jacoby from the School of Health and Sports Sciences. A student from the Sports Management program also helped with the activities. Participation in the recreation program was optional, and not all students attended. Some students said they were too tired at the end of the day for physical activity. Those who did attend enjoyed it very much. Overall rating was 4.31.

(2)

**E. OTHER**  
During their stay in Athens, several of the students needed medical attention, and the residence hall staff accompanied students on numerous trips to the hospital. With the help of the residence hall staff, Professor Akiyama, and other volunteer translators, the students were always able to receive the help they needed. The workers at the hospital, however, suggest that their work would be easier if all students were to complete a medical history form prior to or upon their arrival in Athens so that this form could be consulted if and when medical assistance is necessary.

**Conclusion**  
The Summer ESL-2 Program can be considered a success. The students were excellent participants, and the faculty was very pleased with their progress. Both the students and the faculty found the experience to be most rewarding.

**3. Field trips and extra activities**  
Although the students were only on campus for a short time, they managed to see and do a variety of different things. Based on a scale of 3= extremely useful; 4= very useful; 3= useful, 2= not very useful, 1= not useful at all, students rated the field trips as follows.

Place	Horseback Riding	Tecumseh Drama	King's Island	Columbus Tour
Rating	4.60	4.60	4.63	3.84

The feedback from students was very positive. Clearly they enjoyed the outings and took advantage of every opportunity that was provided.

**B. HOUSING**  
Students were housed in double occupancy rooms in Shively Residence Hall on the East Green. They were on the 20-meal plan and ate in the Nelson Commons Dining hall. Students rated their experience in the dormitory on a scale of: 5= excellent; 4= very good; 3= average; 2= below average; 1= poor. Results were:

Topic	Shively Hall Staff	University Facilities	Food
Rating	4.49	4.84	3.60

**C. CHICAGO VISIT**  
The students from Nittaiida University visited Chicago prior to their arrival in Athens, Ohio. They were accompanied by Mr. Tom Dow and Professor Anzen Akiyama and were met in Chicago by Mr. Joan Kozirev and Ms. Dawn Turton, who toured Chicago with them and escorted them to Ohio University. Student feedback regarding the visit to Chicago was very positive. Because of flooding in Chicago during the students' visit, it was not possible to take the boat tour of the Chicago river that was planned, so a trolley tour of Chicago was substituted. Other highlights of the trip included a visit to the top of the Sears Tower, and sightseeing and shopping in Evanston, Illinois.

**D. WASHINGTON DC AND VIRGINIA TOUR**  
During the final week of the program, students toured the city of Washington DC and several places (cultural interest in nearby Virginia. They traveled from Athens, Ohio by bus, which they seemed to enjoy very much as it afforded them an opportunity to relax while viewing the beauty of the mountains, water, Virginia, and Maryland countryside. During their stay in Virginia, the students stayed in The Wright's Inn. The students visited Monticello, home of Thomas Jefferson, the University of Virginia, and an authentic frontier village. In Washington, DC they visited monuments, museums, historic landmarks, and other special places of interest. While in DC, students were housed in the Harrington Hotel. Students noted that from which museums and other sightseeing spots were easily accessible. The days spent sightseeing in Washington DC were full, and in general, the students were very positive about the trip. Most popular were the Tourmobile Excursion and the visits to the Smithsonian Complex, the Mall, and Georgetown.

Topic	Accommodations	Sightseeing
Rating	4.00	4.12

*1996 Summer ESL-1  
Participant Information*

This page containing Michigan Test scores and student names has been deleted from the published report, for purposes of privacy.

Michigan test scores ranged from a low of 23 to a high of 85.

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*1996 Summer ESL-1 Program  
Faculty and Staff*

Administration	
Program Director	Joann Rishel Kozyrev
Administrative Assistant	Kristen Hubert
Recreation Coordinator	Dave Jacoby
Events Coordinator	Kelley Hoar
Washington D.C. Trip Coordinator	Dawn Turton
Faculty	
<u>Course</u>	<u>Teacher</u>
American Experience	Dawn Turton
	Trena Paulus
Integrated Skills	Jack Humbles
	Brad Gabbert

(5)

### Summer ESL 1 Program Evaluation

In order to make future programs as successful as possible, we need your feedback. Please answer each question in English.

#### Group C

##### Classes

Circle the number that closely matches your opinion of each class.  
5 = extremely useful, 4 = very useful, 3 = useful, 2 = not very useful, 1 = not useful at all.

American Experience: 5 4 3 2 1  
(Dawn Turton)

##### Comments

Integrated Skills: 5 4 3 2 1

(Brad Gabbert)

##### Comments:

Recreation Program: 5 4 3 2 1

(Dave Jacoby)

##### Comments:

(7)

##### Field Trips

Columbus/German Village: 5 4 3 2 1

Burr Oak/Horseback Riding: 5 4 3 2 1

Cincinnati/King's Island 5 4 3 2 1

Tecumseh 5 4 3 2 1

##### Comments:

##### Dormitory Life

Circle the number that most closely matches your experience in the dorms during spring quarter.

5 = excellent, 4 = very good, 3 = average, 2 = below average, 1 = poor

1. RD's & RA's 5 4 3 2 1

(Nido, Lenore, Enrique, Dolores)

2. Facilities 5 4 3 2 1

(Dorm rooms, Ping, Aquatic Center)

4. Food 5 4 3 2 1

(Nelson Dining Hall, packed lunches)

##### Comments

What suggestions would you make to change the program?

(8)